

Technical Committee Report and Curriculum Guide

for

Idaho Individualized Occupational Training

***Career Education and Employment
Preparation***

IBEDS 10998



**Idaho
Professional-Technical
Education**

*This report was prepared by
Kuna and Weiser School Districts*

for the

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INTRODUCTION

The curriculum development process undertaken by the Idaho Division of Professional-Technical Education involves active participation of industry representatives and educators. For the development of the Career Education and Employment Preparation curriculum the majority of committee members were educators who have taught Career Education and Employment Preparation courses. Industry personnel were included as part of the committee to discover what they are doing to help students in this same area.

The new Career Education and Employment Preparation curriculum framework was developed using the Division of Professional-Technical Education Publications: Basic Workplace Competencies, Individualized Occupational Training Curriculum Topic Listing, Family and Consumer Sciences Career and Personal Development Curriculum, Adult Competencies for Lifelong Career Development, and the Idaho School Counseling Model; VTEC Connect; Lewis-Clark State College Career Exploration Course Curriculum (Local Articulated Course); National Career Development Guidelines; Partnership for 21st Century Skills/SCANS Skills; and the Idaho Career Information System. The curriculum team wrote, reviewed and revised the curriculum framework. This report was prepared upon completion of the committee's assignment. The list of content standards and competencies prepared by committee members reflects the knowledge and skills currently recommended for students in a Career Exploration and Employment Preparation course. Students who complete the course will be better prepared to meet the challenges of today's workforce.

The result of the work of the curriculum committee members is this statewide curriculum guide. These individuals have written overall outcomes, competencies, and performance indicators. The committee prepared materials in a competency-based format to have an effective and efficient methodology for determining student progress. The statewide guides are designed as the primary determiner of the program content. It is not the intent of the State Division of Professional-Technical Education that all programs are designed exactly the same, but assurance is needed that the program meets the minimum standards for operation. Schools offering Individualized Occupational Training should use advisory committees to reflect local and community needs.

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CAREER EXPLORATION AND EMPLOYMENT PREPARATION

Course Description:

The Career Exploration and Employment Preparation curriculum focuses on the young adult as an individual preparing for responsibilities related to the workplace. The student will gain self-awareness, career knowledge and exploration, employability skills, leadership, and lifelong learning skills. Career Exploration and Employment Preparation is designed as a one-semester/trimester class recommended for 10th through 12th grade students. A work-based learning experience either follows this course or is engaged in simultaneously.

IMPORTANT INFORMATION

Delivery of the Career Exploration and Employment Preparation Curriculum

It is recommended that this course emphasize full-class participation, teamwork, and individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on self-awareness and employment-preparation instruction that is designed to enable and inspire students to plan and take actions toward discovering and engaging more deeply in their career of choice.

Teacher Qualifications

The teacher of Individualized Occupational Training courses should be secondary certified and have either an endorsement in Work-Based Learning, Career Counseling, or Business Education with cooperative education endorsement.

Length and Level of this Course

This course is a one-semester/trimester experience preferably for grades 10 through 12, with exceptions for 9th graders per instructor/district approval.

Recommended Resources

Burkhardt, Mary Sue, et. al. Developing Career & Living Skills. Jist Publishing. 2009.

Farr, Michael, et. al. Young person's guide to getting and keeping a good job. Jist Works. 2006.

Idaho Division of Professional-Technical Education. Work-based learning.

Idaho State Board of Education. Higher education in Idaho. 2009.

Jordan, Ann, et. al. Learning for Earning: Your Route to Success. The Goodheart-Wilcox Company, Inc. Tinley Park, Illinois. www.g-w.com.

Jordan, Ann et. al. Investigating your career.

Littrell, Joseph J. From school to work. Alibris Publishing. 1996.

Withers, Jennie. Hey, Get a Job: A teen guide for getting and keeping a job. Withers Publishing. 2009.

www.idahocis.com. Idaho Career Information Systems

www.khake.com. Vocational Information Center.

www.roadtosuccesscareers.com/index.html. Road to Success Careers.

www.realgame.com. The Real Game Series.

www.pte.idaho.gov/guidance/career_clusters.com. Idaho Career Clusters

www.careerclusters.org. National Career Clusters.

Ryan, Jerry, et. al. Preparing for career success. National Textbook Company. 1997.

Career Clusters

This course is recommended for all students as the content helps students develop essential skills necessary for evaluating careers and gaining employment in the diverse workplace. All occupational areas may be related to the Career Exploration and Employment Preparation course as students personally investigate and engage in a career area of their choice.

I. MAJOR CONCEPTS/CONTENT:

Career Exploration and Employment Preparation addresses the specific needs of students in the 10th through 12th grades, not excluding 9th grades. With the increasingly competitive workforce, students must have the basic skills and understanding of how to reach career goals.

II. WORK-BASED LEARNING ACTIVITIES:

It is recommended that students select a work environment for actual work experience depending on available opportunities and preferably aligning with their Career Cluster selection.

III. STANDARDS FOR INDIVIDUALIZED OCCUPATIONAL TRAINING:

- A. REFLECT ON SELF-KNOWLEDGE AND FUTURE GOALS TO ANALYZE CAREER OPTIONS**
- B. CONNECT THE RELATIONSHIP OF EDUCATION AND EMPLOYMENT TO DEVELOP KNOWLEDGEABLE WORKERS**
- C. DEVELOP JOB-GETTING SKILLS**
- D. DEVELOP JOB-GETTING TOOLS**
- E. MANAGE A VARIETY OF WORKPLACE TASKS AND SKILLS THAT ENHANCE PERSONAL WELL-BEING, AND FOSTER THE SUCCESS OF THE BUSINESS/ORGANIZATION**
- F. DEMONSTRATE THE STEPS TO OBTAIN AND MAINTAIN EMPLOYMENT**

IV. INTENDED OUTCOMES:

After successfully completing this program, the student will be able to:

- 01. DEVELOP AN AWARENESS OF SELF AND GOALS**
- 02. DEVELOP SELF-AWARENESS RELATED TO CAREERS**
- 03. EXAMINE POTENTIAL EDUCATIONAL/TRAINING PATHWAYS TO CAREERS**
- 04. DEMONSTRATE THE INTERPERSONAL SKILLS NECESSARY TO SUCCEED IN THE WORKPLACE.**
- 05. PRODUCE TOOLS NECESSARY TO ENTER THE WORKFORCE**

- 06. DEMONSTRATE PERSONAL, PROFESSIONAL, AND ETHICAL BEHAVIOR RELATED TO EMPLOYABILITY**
- 07. PRESENT CULMINATING PROJECT TO SUPPORT A STUDENT'S POSSIBLE EDUCATIONAL AND CAREER CHOICE**

<p style="text-align: center;">SUGGESTED SCOPE & SEQUENCE CAREER EXPLORATION AND EMPLOYMENT PREPARATION</p>

LEGEND:

TOPIC AREA

STANDARD

OUTCOME

KEY INDICATORS

MEASURES

SELF AWARENESS

A. REFLECT ON SELF-KNOWLEDGE AND FUTURE GOALS TO ANALYZE CAREER OPTIONS

01. DEVELOP AN AWARENESS OF SELF AND GOALS

A1:1 Hopes & Dreams

A1:1 Lifestyle Budget

A1:1 Assessment Tools

CAREER EXPLORATION & EDUCATION OPPORTUNITIES

B. CONNECT THE RELATIONSHIP OF EDUCATION AND EMPLOYMENT TO DEVELOP KNOWLEDGEABLE WORKERS

02. DEVELOP SELF-AWARENESS RELATED TO CAREERS

B2: 1 Explore Careers

B2:2 Skills Inventory Comparison

03. EXAMINE POTENTIAL EDUCATIONAL/TRAINING PATHWAYS TO CAREERS

B3: 1 Education & Training for Chosen Careers

B3: 2 Post High School Opportunities

B3: 3 Cost of Further Education

EMPLOYMENT PREPARATION

C. DEVELOP JOB-GETTING SKILLS

04. DEMONSTRATE THE INTERPERSONAL SKILLS NECESSARY TO SUCCEED IN THE WORKPLACE

C4:1 Goal Setting

C4:2 Organize the Job Search

D. DEVELOP JOB-GETTING TOOLS

05. PRODUCE TOOLS NECESSARY TO ENTER THE WORKFORCE

- D5:1 Cover Letter/Letter of Application
- D5:2 Job Application
- D5:3 Resume Preparation
- D5:4 Interview
- D5:5 Thank You Letter/Follow-up Letter

MAINTAINING EMPLOYMENT

E. MANAGE A VARIETY OF WORKPLACE TASKS AND SKILLS THAT ENHANCE PERSONAL WELL-BEING, AND FOSTER THE SUCCESS OF THE BUSINESS/ORGANIZATION

06. DEMONSTRATE PERSONAL, PROFESSIONAL, AND ETHICAL BEHAVIOR RELATED TO EMPLOYABILITY

- E6:1 Ethics
- E6:2 Confidentiality
- E6:3 Employer/Employee Rights
- E6:4 Workplace Safety & Health
- E6:5 Communication
- E6:6 Technology
- E6:7 Skills to Succeed
- E6:8 Decision Making/Problem Solving/Conflict Resolution
- E6:9 Upgrade Career Skills/Promotion/Changes in Workplace

CAREER PORTFOLIO/ PROJECT/ PRESENTATION/ FINAL

F. DEMONSTRATE THE STEPS TO OBTAIN AND MAINTAIN EMPLOYMENT

07. PRESENT CULMINATING PROJECT TO SUPPORT A STUDENT'S POSSIBLE EDUCATIONAL AND CAREER CHOICE

- F7:1 Demonstrate the skills the student has learned

CURRICULUM FRAMEWORK

Career Exploration and Employment Preparation

SELF AWARENESS

A. REFLECT ON SELF-KNOWLEDGE AND FUTURE GOALS TO ANALYZE CAREER OPTIONS

01. DEVELOP AN AWARENESS OF SELF AND GOALS

A1.1 Hopes & Dreams

- A1.1.1 Articulate future plans or dreams
- A1.1.2 Complete “wish,” “want,” and “need” brainstorming
- A1.1.3 Identify personal interests

A1.2 Lifestyle Budget

- A1.2.1 Develop a personal lifestyle budget
- A1.2.2 Examine a realistic budget based on current poverty-level components
- A1.2.3 Review careers & income levels; including educational/training requirements
- A1.2.4 Analyze the impact of career choices on future lifestyles

A1.3 Assessment Tools

- A1.3.1 Complete a variety of assessments (e.g., values, aptitudes, skills, interests, learning styles, multiple intelligences, personality type, work importance, career possibilities, knowledge and learning, entrepreneurship)
- A1.3.2 Identify abilities, strengths, skills & talents
- A1.3.3 Relate personal interests to academic & occupational skills

CAREER EXPLORATION & EDUCATION OPPORTUNITIES

B. CONNECT THE RELATIONSHIP OF EDUCATION AND EMPLOYMENT TO DEVELOP KNOWLEDGEABLE WORKERS

02. DEVELOP SELF-AWARENESS RELATED TO CAREERS

B2.1 Explore Careers

- B2:1.1 Investigate a variety of potential careers represented by the Career Cluster framework
- B2:1.2 Identify career options, including self-employment and nontraditional careers
- B2:1.3 Identify a range of available career information sources
- B2:1.4 Research knowledge, abilities, and skills needed in each occupation using a variety of resources (e.g., handbooks,

- career materials, labor market information, computerized career-information delivery systems, and role models/mentors)
- B2:1.5 Select careers that best match interests and aptitudes
- B2:1.6 Analyze the impact of factors such as population, climate, employment trends, and geographic location on occupational choice
- B2:1.7 Access differences in the wages, benefits, annual incomes, costs of living, and job opportunities associated with selected career options
- B2:1.8 Identify potential conflicts between interest/aptitudes and career choices
- B2:1.9 Identify how career choices influence family, personal life, and lifestyle
- B2:1.10 Assess labor market information pertaining to career options
- B2:1.11 Explore future trends and occupations associated with careers
- B2:1.12 Participate in work-based learning experiences (e.g., job shadow experience)

B2:2 Skills Inventory Comparison

- B2:2.1 Compare individual's skills to chosen career skills to examine areas of improvement necessary to perform job.

03. EXAMINE POTENTIAL EDUCATIONAL/TRAINING PATHWAYS TO CAREERS

B3:1 Education & Training for Chosen Careers

- B3:1.1 Examine the education and training options within the 16 Career Clusters
- B3:1.2 Determine the education & training options for chosen careers
- B3:1.3 Compare current education & training with that which is needed for chosen careers to examine areas of improvement necessary to perform the job

B3:2 Post High-School Opportunities

- B3:2.1 Identify various schools offering education & training program for chosen careers
- B3:2.2 Demonstrate knowledge of post-high school (postsecondary) education/training options
- B3:2.3 Explore entrance requirements for postsecondary schools and training programs
- B3:2.4 Understand credentials/requirements needed for career choice (e.g., licensing, on-site experience, apprenticeship, and/or degrees, etc.)

B3:3 Cost of Further Education

- B3:3.1 Explore dual enrollment, concurrent enrollment, and Tech-Prep credit opportunities and processes during high school
- B3:3.2 Identify scholarship opportunities/ resources

- B3:3.3 Negotiate online FAFSA site; clarifying parent/guardian responsibilities
- B3:3.4 Analyze education benefits associated with military, apprenticeship, and Job Corp opportunities
- B3:3.5 Identify financial assistance options not associated with FAFSA
- B3:3.6 Develop a spending plan for postsecondary education/training

EMPLOYMENT PREPARATION

C. DEVELOP JOB-GETTING SKILLS

04. DEMONSTRATE THE INTERPERSONAL SKILLS NECESSARY TO SUCCEED IN THE WORKPLACE

C4:1 Goal Setting

- C4:1.1 Identify relevancy and components of a personal goal
- C4:1.2 Identify relevancy and components of an employment goal
- C4:1.3 Identify relevancy and components of an educational goal
- C4:1.4 Develop an action plan to achieve these goals

C4:2 Organize The Job Search

- C4:2.1 Collect personal data for personal job portfolio
- C4:2.2 Identify job market trends
- C4:2.3 Network for job source leads
- C4:2.4 Investigate employment avenues (e.g., public and private agencies, online job sites, classified advertisements)
- C4:2.5 Match qualifications and skills required for career choices
- C4:2.6 Conduct company research
- C4:2.7 Acquire positive references and letters of recommendation

D. DEVELOP JOB-GETTING TOOLS

05. PRODUCE TOOLS NECESSARY TO ENTER THE WORKFORCE

D5:1 Cover Letter/Letter of Application

- D5:1.1 Describe the purpose and relevance of a cover letter/letter of application
- D5:1.2 Demonstrate ability to highlight qualifications and skills within cover letter
- D5:1.3 Acknowledge that the resume is a living document that continually needs to be upgraded

D5:2 Job Application

- D5:2.1 Demonstrate the ability to fill out a job application using portfolio information
- D5:2.2 Distinguish the different components between written applications and online applications

- D5.2.3 Identify job documents and procedures sometimes required to secure employment (e.g., urinalysis testing, fingerprinting, background check, etc.)

D5:3 Resume Preparation

- D5:3.1 Identify what constitutes a quality resume
- D5:3.2 Develop an error-free resume, with references page
- D5:3.3 Acknowledge that the resume is a living document that continually needs to be upgraded

D5:4 Interview

- D5:4.1 Identify components of a quality interview
- D5:4.2 Demonstrate ability to sell oneself in an interview based on qualifications and skills
- D5:4.3 Demonstrate appropriate interview etiquette through mock interview/role play

D5:5 Thank You Letter/Follow-up Letter

- D5:5.1 Identify components of a thank you/follow-up letter
- D5:5.2 Write an interview thank you/follow-up letter

MAINTAINING EMPLOYMENT

E. MANAGE A VARIETY OF WORKPLACE TASKS AND SKILLS THAT ENHANCE PERSONAL WELL-BEING, AND FOSTER THE SUCCESS OF THE BUSINESS/ORGANIZATION

06. DEMONSTRATE PERSONAL, PROFESSIONAL, AND ETHICAL BEHAVIOR RELATED TO EMPLOYABILITY

E6:1 Ethics

- E6:1.1 Examine the importance of work ethics in the workplace
- E6:1.2 Define desirable professional attitude & behaviors (e.g., positive view of self and work, awareness of impact on others, responsibility, pride)
- E6:1.3 Define desirable professional work habits & behaviors (e.g., punctuality/attendance, quality performance, meeting/exceeding job expectations, self motivation/initiative, honesty, dress code)
- E6:1.4 Examine the impact of employee theft on the individual and the business
- E6:1.5 Determine individual's role within company's mission
- E6:1.6 Acknowledge professional development to benefit employer and improve individual performance (life-long learning)
- E6:1.7 Understand the importance of volunteerism and how it benefits the individual, company, community and country.

E6:2 Confidentiality

- E6:2.1 Identify types of confidential information and the process to keep it confidential (e.g., mail, email, faxes, texting about personnel, customers, and/or company)
- E6:2.2 Explore how to provide the confidential information to only authorized personnel, whether transmitted physically or via technology
- E6:2.3 Identify the consequences of a breach of confidentiality

E6:3 Employer/Employee Rights

- E6:3.1 Understand local and state labor laws connected to employment
- E6:3.2 Identify job documents and procedures sometimes required to secure employment (e.g., urinalysis testing, fingerprinting, background checks, etc.)
- E6:3.3 Evaluate differences between at-will and right-to-work/union states
- E6:3.4 Recognize contents and importance of business/organization handbook
- E6:3.5 Demonstrate sensitivity to diverse cultural, gender and generational differences in communications, interpersonal skills and learning preferences
- E6:3.6 Clarify the role and responsibility of the Equal Employment Opportunity Commission and how it applies to the worksite
- E6:3.7 Define harassment/bullying/sexual harassment and different ways it contributes to hostile environments (e.g., texting, written, phone, one-one, groups, gender, race, etc.)
- E6:3.8 Learn differences between appropriate and inappropriate physical, verbal and emotional contact involving sexual harassment
- E6:3.9 Understand the legal rights and responsibilities of employee and employer in any type of harassment/bullying/sexual harassment situation
- E6:3.10 Understand the levels and components of employee evaluation, and related due-process rights

E6:4 Workplace Safety & Health

- E6:4.1 Review Idaho statistical data involving accidents on the job
- E6:4.2 Identify safety regulators, especially OSHA
- E6:4.3 Explore desirable safety attitudes, housekeeping and habits
- E6:4.4 Gain familiarity with workplace emergency response plans
- E6:4.5 Gain familiarity with procedures/processes regarding reporting a worker's compensation claim
- E6:4.6 Understand health and stress related issues associated with the world of work
- E6:4.7 Explore exercise, diet and ergonomic strategies to maintain work productivity
- E6:4.8 Clarify strategies for balancing work and family roles
- E6:4.9 Apply effective problem-solving and decision-making skills regarding safe and healthy choices

- E6:4.10 Gain understanding regarding the emotional and physical dangers of substance use and abuse at the worksite

E6:5 Communication

- E6:5.1 Apply basic communication skills to written communication
- E6:5.2 Apply basic communication skills to oral communication
- E6:5.3 Use nonverbal techniques to reinforce the intended verbal message
- E6:5.4 Use listening skills to identify major points of a message (e.g., key information, directions, specific details)
- E6:5.5 Clarify listening skills by rephrasing statements, asking questions, showing empathy, and interpreting verbal and non-verbal information
- E6:5.6 Understand relating to people of different ages, abilities, genders, cultures, and behavior styles to build strong interpersonal relationships

E6:6 Technology

- E6.6.1 Understand common software to word process, create spreadsheets, and use databases.
- E6.6.2 Use information technology tools to access, manage, integrate, and create new information
- E6.6.3 Use writing/publishing/presentation applications
- E6.6.4 Understand accessing and transmitting information using electronic communication systems
- E6.6.5 Identify efficient, effective, and ethical uses of technology in the workplace

E6:7 Skills to Succeed

- E6.7.1 Identify important transferable and standard business/organization skills workers must demonstrate to succeed in the workplace
- E6.7.2 Describe business/organization/industry- specific competency skills necessary to complete the job requirements
- E6.7.3 Examine the aspects of quality customer service
- E6.7.4 Understand aspects of assigned tasks according to team-established procedures and responsibilities within specified timelines
- E6.7.5 Explore time management techniques
- E6.7.6 Employ teamwork techniques to solve problems, make decisions, build consensus, resolve or manage conflicts, construct compromises, support self-expression, and bring forth new ideas and opinions

E6:8 Decision Making/Problem Solving/Conflict Resolution

- E6.8.1 Identify factors that influence problem solving and decision making
- E6.8.2 Analyze the source of the problem or the situation requiring a decision
- E6.8.3 Generate and analyze possible alternatives

- E6.8.4 Match problem-solving and decision-making processes to the given situation
- E6.8.5 Use creative thinking processes to support solving problems and making decisions
- E6.8.6 Justify solution or decision with evidence to support or to disagree with alternatives
- E6.8.7 Formulate, implement, evaluate, monitor, and adjust action plans as needed

E6.9 Upgrade Career Skills/Promotion/Changes in Workplace

- E6.9.1 Identify personal and workplace changes that require upgrading of skills
- E6.9.2 Modify career goals based on personal and workplace changes
- E6.9.3 Analyze various education/training options for securing needed upgrading
- E6.9.4 Identify importance of participating in professional development activities
- E6.9.5 Examine the concept of taking responsibility for career success and advancement
- E6.9.6 Examine types of job loss and responsibilities for future employment
- E6.9.6 Discuss positive actions to take when leaving a job
- E6.9.7 Develop a letter of resignation
- E6.9.8 Acquire positive references and letters of recommendation

CAREER PORTFOLIO/PROJECT/PRESENTATION/FINAL

F. DEMONSTRATE THE STEPS TO OBTAIN AND MAINTAIN EMPLOYMENT

07. PRESENT CULMINATING PROJECT TO SUPPORT A STUDENT'S POSSIBLE EDUCATIONAL AND CAREER CHOICE

F7:1 Demonstrate the skills the student has learned

- F7:1.1 Select an approach, process, and product to achieve the culminating activity (flexible per the student and instructor agreement)
- F7:1.2 Demonstrate evidence of what was learned over the engagement in the course
- F7:1.3 Analyze the personal meaning attributed to learning
- F7:1.4 Develop a written presentation of the project
- F7:1.5 Develop and make an oral presentation of the project
- F7:1.6 Develop a deliverable that is used in the oral presentation (e.g., a career portfolio, a display board, a media presentation).